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ABSTRACT

This book compiles abstracts of presentations from a symposium held in honor of Dr. Bernard Spodek, a leading scholar in early childhood education, on the occasion of his retirement. Topics addressed are as follows: (1) culture in early childhood curriculum; (2) developmental and cultural appropriateness; (3) kindergarten in Japan; (4) pressure and young children; (5) early childhood in Iceland; (6) early childhood in Greece; (7) preschool education in Portugal; (8) routine infant care; (9) dramatic play; (10) teaching children in Britain and North America; (11) plants and animals in Japanese kindergartens; (12) role models for Japanese Yochien; (13) inservice education programs in Korea; (14) pretend play of Korean and American children; (15) synergistic infant education; (16) The Early Childhood Education and Assistance Longitudinal Study; (17) poverty in children's literature; (18) parenting stress and promoting peer relationships; (19) Wood River Head Start program; (20) urban elementary school restructuring; (21) play in the curriculum; (22) professional development in Taiwan; (23) teachers and curriculum reform; (24) classroom interaction variations; (25) linguistically and culturally diverse children; (26) immigrant school children in Canada; (27) the changing student population; (28) multi-cultural preschool curriculum; (29) early childhood in Hong Kong; (30) doctorates in the early childhood classroom; (31) writing a philosophy of education; (32) cases as a tool for pedagogical inquiry; (33) Australian early childhood teachers; (34) inclusion; (35) gifted education in early childhood; (36) preschool children in multiple programs; and (37) legal perspective of inclusion. (SD)

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ED 437 149

symposium on early childhood education

abstracts

NOVEMBER 9-10, 1997

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in honor of Dr. Bernard Spodek
on the occasion of his retirement

PS 026203

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STATEMENT

This symposium is an opportunity for Dr. Spodek's colleagues and students to pay tribute to his long and distinguished career in early childhood education. For many years he has been a leading scholar and teacher in the field. By putting current issues into historical perspective and holding us to high standards of teaching and thought, he has contributed profoundly to the development of the field. The participants in this symposium demonstrate through their professional activities and research interests just how his career has set a model for the next generation of students who continue a tradition he has established.

LIST OF ATTENDEES

Anita Allison
University of Illinois at Urbana-Champaign
Special Education
139 Children's Center
Champaign, IL 61820
USA

Crissa Almughrabi
University of Illinois
61 Children's Research
51 Gerty Drive
Champaign, IL 61820
USA

Hiroshi Ashida
Professor
Dept. of Early Childhood Education
Himeji College of Hyogo
JAPAN

Soyoun Bae
Professor
Dept. of Child Study
Kyungwon University
KOREA

Tess Bennett
Professor
Department of Special Education
University of Illinois at Urbana-Champaign
Champaign, IL 61820
USA

Shirley Berbaum
Dept. of Special Education
University of Illinois
288 Education Bld.
Champaign, IL 61820
USA

Joyce Bezdicek
702 West California
Urbana IL 61801
USA

Yash Bhagwanji
University of Illinois
61 Children's Research
51 Gerty Drive/MC-672
Champaign, IL 61820
USA

Navaz Peshotan Bhavnagri
Associate Professor of Early
Childhood Education
Division of Teacher Education
College of Education
Wayne State University
Detroit, MI 48202
USA

Helen Blair
Dept. of Special Education
University of Illinois
288 Education Bld.
Champaign, IL 61820
USA

Eileen T. Borgia
21 Tanglewood Drive
Chatham, IL 62629
USA

Teresa Bray
1907 Willow Road
Urbana, IL 61801
USA

Sue Bredekamp
1509 16th Street NW
Washington, DC 20036
USA

Deb Bruns
University of Illinois
61 Children's Research
51 Gerty Drive
Champaign, IL 61820
USA

LIST OF ATTENDEES

Beth Bussan
422 West Stonegate Road
Peoria, IL 61614
USA

Deborah A Ceglowski
Department of Curriculum and Instruction
University of Minnesota
159 Pillsbury Drive SE
Minneapolis MN 55104
USA

Judith A Chafel
School of Education
Indiana University
W. W. Wright Education Building
Bloomington IN 47405-1006
USA

Sylvia Chard
11125 23B Avenue
Edmonton, Alberta
T6J 4P3
CANADA

Yu-Jun Chen
Universitry of Illinois Grad Student
2027 Hazewood Court
Apartment C
Urbana, IL 61801
USA

Suk Ran Choi
1650 Valley Rd
Champaign, IL 61820
USA

Patricia Clark
Dept. of Elementary Education
Teachers College
Ball State University
Muncie IN 47306-0600
USA

Renee T. Clift
904 Sunnycrest Drive
Urbana, IL 61801
USA

Rob Corso
University of Illinois
61 Children's Research
51 Gerty Drive
Champaign, IL 61820
USA

Lisa Cutter
Indiana University
3262 Education Building
Bloomington IN 47405
USA

Michael D. Davis
Professor and Director
Graduate Studies in Education
University of Virginia Commonwealth
Box 842020
Richmond, MN 55455
USA

Deborah Diffily
Texas Wesleyan University
3905 Sanguinet Street
Ft. Worth TX 76107-7237
USA

Janet Eatman
University of Illinois
61 Children's Research
51 Gerty Drive
Champaign, IL 61820
USA

Johanna Einarsdottir
Director of Postgraduate Program
Icelandic College of Preschool Teachers
v/Leirulaek
101 Reykjavik
ICELAND

LIST OF ATTENDEES

Theresa H. Elofson
Director, Child and Family Program
Northwest Regional Educational Laboratory
101 SW Main, Suite 500
Portland OR 97204-3297
USA

Demetra Evangelou
348 W. Stadium Avenue
W. Lafayetter IN 47906
USA

Roy Evans
Assistant Dean of Education
Roehampton Institute
Downshire House
Roehampton Lane London SW15 4HT
England
UK

Dale B. Fink
University of Illinois at Urbana-Champaign
61 Children's Research Center
51 Gerty Drive
Champaign IL 61820
USA

Shirley Fitzgibbons
Indiana University
3262 Education Building
Bloomington IN 47405
USA

Susan A. Fowler
University of Illinois
61 Children's Research
51 Gerty Drive
Champaign, IL 61820
USA

Jill Englebright Fox
Early Childhood Education
Virginia Commonwealth University
Richmond VA 23284-2020
USA

Deborah Gahan
Associate Researcher Center for Applied
Studies in Early Childhood
Queensland University of Technology
(QUT)
Victoria Park Road
Kelvin Grove
Queensland, 4059
AUSTRALIA

Michael Gamel-McCormick
University of Delaware
Main & Academy Street
Newark, DE 19716
USA

Eugene E. Garcia
Professor and Dean
Graduate School of Education
Tolman Hall
University of California
Berkeley CA 94720 - 1670
USA

Joey Garcia
University of Illinois
61 Children's Research
51 Gerty Drive
Champaign, IL 61820
USA

Mary Gatzke
243 Lake Blaine Drive
Kalispell MT 59901
USA

Celia Geneshi
Box 107, Teachers College
Columbia University
New York NY 10027
USA

Stacie Goffin
Kauffman Foundation
4900 Oak Street
Kansas City, MO 64106
USA

LIST OF ATTENDEES

Mildred B. Griggs
Dean
College of Education
University of Illinois
Champaign, IL 61820
USA

Gail Halliwell
Senior Lecturer
School of Early Childhood
Queensland University of Technology
B Block, B444, Kelvin Grove Campus
Brisbane, 4059
AUSTRALIA

Eva A Hartmann
27 Clark Street
Newtom, MA 02159
USA

Nancy Hertzog
Department of Special Education
Room 288 College of Education
MC-708
1310 South Sixth Street
Champaign IL 61820
USA

Richard S Hirabayashi
Education (EDT 912)
University of Calgary
Calgary, AB T2N 1N4
CANADA

Mary A Jensen
State University of New York at Suny
Geneseo
School of Education
1 College Circle
Geneseo, NY 14454
USA

Riyo Kadota
103 N New St.
Champaign IL 61820
USA

Lilian G. Katz, Ph. D.
Professor of Early Childhood Education
Director, ERIC Clearinghouse on Elementary & Early Childhood Education
University of Illinois
Children's Research Center
51 Gerty Drive
Champaign, IL 61820
USA

Yanghee Kim
Saint-Mary-of-the-Woods College
Hulman Hall 226C
St. Mary of the Woods, IN 47876
USA

Young Sug Kim
Associate Professor
Department of Early Childhood Education
Chinju Technical College
Chinju City, Gyeong Sang Nam Do
S. KOREA, 660-330

Margaret Kwong
Early Childhood Studies Department
Hong Kong Institute of Education
Hong Kong
PR CHINA

Bernadette M. Laumann
Washington School
1101 E Washington
Urbana, IL 61801
USA

Kyung Hwa Lee
University of Illinois at Urbana-Champaign
452 Paddock Drive West
Savoy, IL 61874
USA

Richard Lee, Dean
Graduate Studies, Continuing Education
University of Wisconsin-Whitewater
Roseman Building
Whitewater WI 53190
USA

LIST OF ATTENDEES

Beverly Lewman
Dept. of Special Education
University of Illinois at Urbana-Champaign
Champaign, IL 61820
USA

Wei Li-Chen
15260 NE 73rd Street
Redmond WA 98052
USA

Li-Ching Lin
Early childhood Education
National Hsinchu Teachers College
521 Nan-Dah Rd
Hsinchu City TAIWAN

Yu-wei Lin
Associate Professor
Department of Home Economics Education
National Taiwan Normal University
TAIWAN

Theodore Manolakes
1004 Devonshire
Champaign, IL 61821
USA

Karen McAbee-Cragg
918 Wheatland Drive
Crystal Lake, IL 60014
USA

Brent A. McBride
University of Illinois at Urbana-Champaign
1105 West Nevada
Urbana, IL 61801
USA

Ethel Berry Mincey
School District of Philadelphia
Fifty-first Street and Greenway Avenue
Philadelphia PA 19143
USA

Jill Moore
809 West Kirby Avenue
Champaign, IL 61820
USA

Mari Mori
Box 107, Teachers College
Columbia University
New York NY 10027
USA

Jeanne B. Morris
1023 Barton Drive
Normal, IL 61761
USA

Erlene Bass Nelson
School District of Philadelphia
Fifty -first and Greenway Avenue
Philadelphia PA 19143
USA

Yutaka Oda
5-5-211 Nicho-Me
Shinagawa-Ku 142
JAPAN

Masayoshi Okuno
1-5-5 Akagawa
Hakodate Hokkaido 041
JAPAN

Michaelene Ostrosky
Washington School
1101 E Washington
Urbana, IL 61801
USA

Shireen Pavi
Early Childhood Programs Class Project
61 Childrens Research Center
51 Gerty Drive
Champaign, IL 61820
USA

LIST OF ATTENDEES

James Raths
12 Treetops Road
Landenburg PA 19350
USA

Stuart Reifel
Department of Curriculum and Instruction
The University of Texas at Austin
SZB406
Austin TX 78712
USA

Mugyeong Ryu
730 E. Evelyn Avenue, #422
Sunnyvale CA 94086
USA

Amy Santos
University of Illinois
61 Children's Research
51 Gerty Drive
Champaign, IL 61820
USA

Olivia Saracho
Dept. of Curriculum and Instruction
College of Education
University of Maryland
College Park MD 20742
USA

Kiyo Satoh
290-1 Juniso #201
Kamakura 248
JAPAN

Judith Ann Schickedenz
166 Fuller Street #2
Brookline MA 02146
USA

Yoko Shirakawa
Faculty of Human Development
Kobe University
JAPAN

Larry Smolucha
1406 Westminster Court
Darien IL 60561
USA

Francine Smolucha
1406 Westminister Court
Darien IL 60561
USA

Pam Soloman
809 West Kirby Avenue
Champaign, IL 61820
USA

Bernard Spodek
College of Education
Dept. of Curriculum and Instruction
University of Illinois at Urbana-Champaign
311 Education Bld.
1310 S. Sixth St.
Champaign, IL 61820
USA

Prudence Spodek
1123 W. Charles St.
Champaign, IL 61821
USA

Marge Stillwell
University of Illinois at Urbana-Champaign
Special Education
139 Children's Center
Champaign IL 61820
USA

Mary Stitt
2178 E Miner Street
Arlington Heights, IL 60004
USA

Diane L Suskind
Ed.D., RIE Fellow
Education Department
Fitchburg State College
USA

LIST OF ATTENDEES

Patricia R Tarr
5107 Valiant Drive NW
Calgary, AB T3A 046
CANADA

Dawn Thomas
University of Illinois at Urbana-Champaign
Special Education
139 Children's Center
Champaign, IL 61820
USA

M. Leah Timberlake
309 IIth Avenue
Sterling IL 61081-2834
USA

Min-Ling Tsai
Associate Professor
National Taipei Teachers College
Taipei, Taiwan
REPUBLIC OF CHINA

Teresa Vasconcelos
Director
Department for Basic Education
Ministry of Education
PORTUGAL

Daniel Walsh
Department of Curriculum and Instruction
College of Education MC-708
311 Education Building
1310 South Sixth Street
Champaign IL 61820 - 6990
USA

Julia Walsh
1668 N Douglas
Arlington Heights, IL 60004
USA

Hui-Fen Wang
4F, 22, LN56 Hu-Lin St.
Taipei Taiwan
ROC

Yiping Wang
University of Cincinnati
311 Martin Luther King Drive
Cincinnati, OH 45219
USA

Anice Dickerson Watters
Head Start Program-Philadelphia
School Lane House 1150-B
5450 Wissahickon Avenue
Philadelphia PA 19144
USA

Kimberley Burkes Weiner
Indiana University
3262 Education Building
Bloomington, IN 47405
USA

Patricia L. Wilson
Marquette School
405 East Clark Street
Champaign, IL 61820
USA

Jean Maakestad Wolf
Elementary Education and Reading Department
Western Illinois University
1 University Circle
Macomb IL 61455
USA

Susan L Yorde
Department of Special Education
University of Illinois
1310 S Sixth Street, RM 288
Champaign, IL 61820
USA

Megumi Tamura Yuki
College of Education
Gunma University
4-2 Aramaki
Maebashi
Gunma 371
JAPAN

LIST OF ATTENDEES

Chun Zhanag
University of Illinois
61 Children's Research
51 Gerty Drive/MC-672
Champaign, IL 61820
USA

Chun Zhang
Early Childhood Programs
61 Children's Research Center
51 Gerty Drive
Champaign, IL 61820
USA

Naama Zoran
13 Sirkin Street
Kiryat-Ala 28202
ISRAEL

PROGRAM SCHEDULE

Sunday, November 9

12:00 - 1:00 Registration
Illini Room Lobby

1:00 - 1:30 Welcome - Lilian Katz and Mildred Griggs
Illini Room B

1:30 - 3:00 Opening Panel
Illini Room B
Culture and the Early Childhood Curriculum
Chair: Olivia N. Saracho
- Eugene E. Garcia, University of California at Berkeley;
  "Developmental and Cutural Appropriateness"
- Roy Evans, Froebel College, Roehampton Institute, UK;
- Celia Genishi, Teachers College, Columbia University, NY.

3:00 - 3:30 Break
Rear of Illini Room B

3:30 - 5:00 **Session I**

A. Current Trends in Early Childhood Education in Japan
Room 404
Yoko Shirakawa, Kobe University
Kindergarten Practice in Japan, The Meaning and Practice of 'Human Relations'"
Mari Mori & Celia Genishi, Teachers College, Columbia University
"Young Children and Pressure : A Cross-Cultural Look"

B. Current Trends in Early Childhood in Europe
Room 405
Johanna Einarsdottir, Icelandic College of Preschool Teachers
"Early Childhood Education in Iceland: A Response To The Welfare System, The Natural Environment And The Cutural Heritage"
Demetra Evangelou, Aristotle University of Thessaloniki
"Early Childhood Education in Greece: Coexistence of Tradition and Modernity Challenged"
Teresa Vasconcelos, Ministry of Education, Portugal
"Preschool Education in Portugal: Development, Innovation and Changes"

C. Teaching Practices
Room 406
Diana Suskind, Fitchburg State College
"A Respectful Approach to Gentle Routine Care for Young Infants Among Caregivers in Group Care"
Jill E. Fox, Virginia Commonwealth University
Deborah Diffily, Texas Wesleyan University

PROGRAM SCHEDULE

Michael Gamel-McCormick, University of Delaware
"Scaffolding Children's Dramatic Play: The Teacher's Role""
Sylvia C. Chard, University of Alberta
"Teaching Young Children in Britain and North America: A Review"

5:30 - 6:30 Reception
Illini Room A
(Sponsored by former students of Dr. Spodek from Taiwan)

Monday, November 10

8:30 - 10:00 **Session II**

A. Current Trends in Early Childhood Education in Japan & Korea
Room 404
Hiroshi Ashida, Himeji College of Hyogo
"Plants and Animals in Kindergartens in Japan"
Riyo Kadota, University of Illinois Graduate Student
"Providing A Role Model For Japanese Yochien"
Soyoun Bae, Kyungwon University, Korea
"Needs of Inservice Education Programs for Novice Early Childhood Teachers in Korea"
Suk Ran Choi, Seoul Women's University
Young Sug Kim, Chinju Junior College
"Pretend Play of Korean and American Children"

B. Poverty and Intervention Issues
Room 405
Larry Smolucha, Benedictine University
Francine Smolucha, Moraine Valley Community College
"A Synergistic Approach to Infant Education"
Theresa H. Elofson, Northwest Regional Educational Laboratory
"LongTerm impacts on Young Children and Their Families: The Early Childhood Education and Assistance Longitudial Study"
Judith A. Chafel, Shirley Fitzgibbons, Lisa Cutter & Kimberly Burkes-Weiner, Indiana University
"Images of Poverty in Children's Literature"
Navaz P. Bhavnagri, Wayne State University
"Low Income African-American Mothers' Parenting Stress and Instructional Strategies to Promote Peer Relationships in Preschool Children"

C. The Structure of Schools & Programs
Room 406
Deborah Ceglowski, University of Minnesota
"Policies from Practice: The Stories of the Wood River Head Start Program"
Michael D. Davis, Virginia Commonwealth University
"*The Restructuring of an Urban Elementary School: A Case Study"*

PROGRAM SCHEDULE

Stuart Reifel, University of Texas at Austin
"The Culture of Play in the Curriculum"

10:00 - 10:30 Break
Room 407

10:30 - 12:00 **Session III**

A. Early Childhood Trends in Taiwan
Room 404
Yu-Wei Lin, National Taiwan Normal University
"The Professional Development of Early Childhood Teachers in Taiwan - A Case Study"
Li-Ching Lin, National Hsinchu Teachers College
"Teachers in the Process of Curriculum Reform"
Min-Ling Tsai, National Taipei Teachers College
"Exploring Possible Variations of Classroom Interaction in Kindergarten and First-Grade Classrooms"

B. Issues in Multi-culturalism
Room 405
Joyce Bezdicek, University of Illinois Graduate Student
"The Story of Helen: The Questions and Needs of a Teacher Serving Linguistically and Culturally Diverse Children in an Early Childhood Setting"
Richard Hirabayashi, University of Calgary
"Oral History of An Immigrant Parent Whose Children Attend School In Canada"
Patricia Clark, Ball State University
"Adjusting to the Needs of A Changing Student Population"
Susan A Fowler, Beverly Lewman, Helen Blair & Shirley Berbaum
University of Illinois
"The Development And Evaluation Of A Multi-Cultural Preschool Curriculum"
Margaret Kwong, Hong Kong Institute of Education
"Culture and the Education of Young Children: A Personal Reflection on the Development of Early Childhood Education in Hong Kong"

12:00 - 1:30 **Luncheon**
Illini Room A
Presiding: Lilian G. Katz
Special Guests: Dr. Ted Manolakes, Dr. James D. Raths

1:30 - 3:00 **Session IV**

A. Early Childhood Trends in Taiwan
Room 404

PROGRAM SCHEDULE

B. Teachers and Teacher Education
Room 405
Ethel Berry Mincey & Erlene Bass Nelson, School District of Philadelphia
Anice Dickerson-Watters, Head Start Program-Philadelphia
"Is There a Doctor in the Room?"
Jean M. Wolf, Western Illinois University
"Connecting Practice To Beliefs To Practice: Writing A Philosophy of Education"
Mary A. Jensen, State University of New York at Geneseo
"Use of Cases As A Tool For Pedagogical Inquiry in Early Childhood Teacher Education"
Gail Halliwell & Deborah Gahan, Queensland University of Technology
"Australian Early Childhood Teachers at Work in the 1990s"

C. Special Needs
Room 406
Tess Bennett, Deborah DeLuca & Deborah Bruns, University of Illinois
"Putting Inclusion Into Practice: Perspectives of Teachers And Parents"
Nancy B. Hertzog, University of Illinois
"Redefining Gifted Education in an Early Childhood Context"
Michaelene M. Ostrosky, University of Illinois
"Preschool Children Enrolled in Multiple Programs"
Richare C. Lee, University of Wisconsin-Whitewater
"Inclusion in the Early Years: A Legal Perspective"

3:00 - 3:30 Break
Rear of Illini Room B

3:30 - 5:30 Closing Session
Illini Room B
Chair: Dr. James D. Raths
Developmentally Appropriate Practice from Historical, Theoretical and Practical Perspective
Bernard Spodek, Daniel Walsh & Lilian G. Katz
University of Illinois
Discussant: Stacie Goffin

Abstracts
(Sequence of Presentation)

1. **Olivia Saracho,** University of Maryland
   Eugene E. Garcia, University of California at Berkeley
   Roy Evans, Froebel College, Roehampton Institute, UK
   Celia Genishi, Teachers College, Columbia University, NY
   "Culture and the Early Childhood Curriculum"

2. **Eugene E. Garcia**, University of California at Berkeley
   "Developmental and Cutural Appropriateness"

3. **Yoko Shirakawa**, Kobe University
   "Kindergarten Practice in Japan, The Meaning and Practice of 'Human Relations'"

4. **Mari Mori & Celia Genishi**, Teachers College, Columbia University
   "Young Children and Pressure : A Cross-Cultural Look"

5. **Johanna Einarsdottir**, Icelandic College of Preschool Teachers
   "Early Childhood in Iceland: A Response To The Welfare System, The Natural Environment And The Cutural Heritage"

6. **Demetra Evangelou**, Aristotle University of Thessaloniki
   "Early Childhood Education in Greece: Coexistence of Tradition and Modernity Challenged

7. **Teresa Vasconcelos**, Ministry of Education, Portugal
   "Preschool Education in Portugal: Development, Innovation and Changes"

8. **Diana Suskind**, Fitchburg State College
   "A Respectful Approach to Gentle Routine Care for Young Infants Among Caregivers in Group Care"

9. **Jill E. Fox**, Virginia Commonwealth University
   Deborah Diffily, Texas Wesleyan University
   Michael Gamel-McCormick, University of Delaware
   "Scaffolding Children's Dramatic Play: The Teacher's Role"

10. **Sylvia C. Chard**, University of Alberta
    "Teaching Young Children in Britain and North America: A Review"

11. **Hiroshi Ashida**, Himeji College of Hyogo
    "Plants and Animals in Kindergartens in Japan"

12. **Riyo Kadota**, University of Illinois Graduate Student
    "Providing A Role Model For Japanese Yochien"

13. **Soyoun Bae**, Kyungwon University, Korea
    "Needs of Inservice Education Programs for Novice Early Childhood Teachers in Korea"

14. **Suk Ran Choi**, Seoul Women's University
    Young Sug Kim, Chinju Junior College
    "Pretend Play of Korean and American Children"

15. **Larry Smolucha**, Benedictine University
Francine Smolucha, Moraine Valley Community College
"A Synergistic Approach to Infant Education"

16. **Theresa H. Elofson**, Northwest Regional Educational Laboratory
"LongTerm impacts on Young Children and Their Families: The Early Childhood Education and Assistance Longitudial Study"

17. **Judith A. Chafel, Shirley Fitzgibbons, Lisa Cutter & Kimberley Burkes-Weiner,** Indiana University
"Images of Poverty in Children's Literature"

18. **Navaz P. Bhavnagri**, Wayne State University
"Low Income African-American Mothers' Parenting Stress and Instructional Strategies to Promote Peer Relationships in Preschool Children"

19. **Deborah Ceglowski**, University of Minnesota
"Policies from Practice: The Stories of the Wood River Head Start Program"

20. **Michael D. Davis**, Virginia Commonwealth University
"The Restructuring of an Urban Elementary School: A Case Study"

21. **Stuart Reifel**, University of Texas at Austin
"The Culture of Play in the Curriculum"

22. **Yu-Wei Lin**, National Taiwan Normal University
"The Professional Development of Early Childhood Teachers in Taiwan - A Case Study"

23. **Li-Ching Lin**, National Hsinchu Teachers College
"Teachers in the Process of Curriculum Reform"

24. **Min-Ling Tsai,** National Taipei Teachers College
"Exploring Possible Variations of Classroom Interaction in Kindergarten and First-Grade Classrooms"

25. **Joyce Bezdicek**, University of Illinois Graduate Student
"The Story of Helen: The Questions and Needs of A Teacher Serving Linguistically and Culturally Diverse Children in An Early Childhood Setting"

26. **Richard Hirabayashi**, University of Calgary
"Oral History of An Immigrant Parent Whose Children Attend School In Canada"

27. **Patricia Clark**, Ball State University
"Adjusting to the Needs of A Changing Student Population"

28. **Susan A Fowler, Beverly Lewman, Helen Blair & Shirley Berbaum**
University of Illinois
"The Development And Evaluation Of A Multi-Cultural Preschool Curriculum"

29. **Margaret Kwong,** Hong Kong Institute of Education
"Culture and the Education of Young Children: A Personal Reflection on the Development of Early Childhood Education in Hong Kong"

30. **Ethel Berry Mincey & Erlene Bass Nelson,** School District of Philadelphia
Anice Dickerson-Watters, Head Start Program Philadelphia
"Is There a Doctor in the Room?"

31. **Jean M. Wolf**, Western Illinois University
"Connecting Practice To Beliefs To Practice: Writing A Philosophy of Education"

32. **Mary A. Jensen**, State University of New York at Geneseo
"Use of Cases As A Tool For Pedagogical Inquiry in Early Childhood Teacher Education"

33. **Gail Halliwell & Deborah Gahan**, Queensland University of Technology
"Australian Early Childhood Teachers at Work in the 1990s"

34. **Tess Bennett, Deborah DeLuca & Deborah Bruns,** University of Illinois
"Putting Inclusion Into Practice: Perspectives of Teachers And Parents"

35. **Nancy B. Hertzog**, University of Illinois
"Redefining Gifted Education in an Early Childhood Context"

36. **Michaelene M. Ostrosky,** University of Illinois
"Preschool Children Enrolled in Multiple Programs

37. **Richare C. Lee,** University of Wisconsin-Whitewater
"Inclusion in the Early Years: A Legal Perspective"

ABSTRACTS

CULTURE AND THE EARLY CHILDHOOD CURRICULUM

Olivia N. Saracho, University of Maryland
Eugene E. García, University of California at Berkeley
Roy Evans, Froebel College, Roehampton Institute, UK
Celia Genishi, Teachers College, Columbia University, NY

The premise of the session is that countries have taken root programs in early childhood education, selected from among those that are available, adopted one or more approaches to early childhood education and, in the process, adapted the original program to be consistent with the particular culture of that nation. What has resulted is a variety of early childhood programs that are similar in many ways but that are also different from one another. The fact that the programs may be different from one another does not mean that some are not developmentally appropriate. As a mater of fact, this diversity suggests that our concept of what is developmentally appropriate may have to be modified. Developmentally appropriateness may only be judged in a particular context.

In most countries there have been significant American influences since World War II. The programs are different in many ways from those we see in America. There is a need to reframe the discourse about early childhood education. We have looked at the education of the young child as related only to the individual. In order to better understand the educational process as it affects young children, we need to look at the context in which the child is learning and developing. A child's stage of development is not the only basis for developing programs and suggesting activities. The cultural context in which the child is developing needs to be equally considered.

DEVELOPMENTAL AND CULTURAL APPROPRIATENESS

Eugene E. Garcia, Ph.D.
University of California, Berkeley

For any developmentalist, particularly of the brand of Bernard Spodek, it is useful to recognize that children and adults develop in varied and diverse cultures. We must also recognize that diversity within each individual is as great as diversity between individuals and the many cultures they belong too or represent at any one moment. We are all living with diversity, some of us more than others—but no one escapes this challenge or its advantages and disadvantages. Early Hebrew scholars debated the "us vs. them"—the Hom and the Goy. Plato and Aristotle differed vehemently on this issue of whether social diversity was good/bad or social homogeneity was good/bad. Plato concluded that homogeneity among peoples in a nation state minimized political tensions and favoritism. Aristotle, his student, concluded that diversity fostered inventiveness and creativity as well as political compromises in a democracy. Saint Thomas Acquinas professed that likeness in reverence to God promoted unity while Martin Luther opted to promote religious diversity in reverence to the same God. Today, within our borders English First is passionately concerned that multilingualism will produce the next significant blood bath within our country while indigenous people mourn just as passionately the loss of their languages and cultures. As this country and the world shrinks communicatively, economically, and socially our diversity becomes more visible and harder to hide. But it has been and will always be there. Our social institutions will need to address it more than in the past and of specific importance will be how our educational institutions help us address it successfully. At the core of this issue for early childhood education's is one key presuppositions: To honor diversity is to honor the social complexity in which we live—to give the individual integrity and where he/she lives and develops equal integrity and dignity. This what is meant by developmental and cultural appropriateness.

KINDERGARTEN PRACTICE IN JAPAN, THE MEANING AND PRACTICE OF 'HUMAN RELATIONS'

Yoko Shirakawa
Kobe University

While many children in Japan live in a nuclear family with a few siblings in a city and young parents are at a loss as to what values they should impair to their children, kindergarten offers important settings where children experience human relations, such as cooperation, respect for rules, sympathy, self-expression, communication and fights with peer friends.

The presenter will present a study of the meaning and its practice of the category of 'Human Relations' that is one of the five areas of the 1989 Ministry of Education "National Guidelines for Kindergarten Education". The other four are 'Health', 'Environment', 'Language' and 'Expression'. The area 'Human Relations' contains three aims and ten content sections. The study took six contents out of ten concerning human relations in kindergarten classroom.

Six contents are:

1. cooperate with classmates to work and play together
2. think by him/herself and do it by him/herself as long as he/she can
3. respect for rules in order to live with others in kindergarten class
4. carefree of expression of what he/she is thinking and feeling
5. have relations with classmates and sympathize with classmates' joy and sorrow
6. communicate with his/her classmate what he/she is thinking and feel what his/her classmate has in his/her mind

The study developed a questionnaire for parents of preschoolers and asked them which contents of human relations they thought most important for their children to learn in preschool. Since all six contents seemed to be important, we matched up two out of six contents to make fifteen pairs and asked them which ones they thought were more important. The research shows that Japanese parents view 'cooperation', 'feeling empathy for others' and 'sympathy' as being more important than 'independence', 'self-expression' and 'respect for rules'. This view, the presenter supposes, is deeply related to Japanese culture.

In the latter half of the study, teachers were asked the same questions in an interview at Kobe University laboratory kindergarten, then classrooms were observed. The study found that preschool teachers also held similar views of human relations. The results will be illustrated with examples of child-child and child-teacher interactions in the classroom.

YOUNG CHILDREN AND PRESSURE: A CROSS-CULTURAL LOOK

Mari Mori and Celia Genishi
Dept. of Curriculum and Teaching
Box 107, Teachers College, Columbia
New York, NY 10027

For the last 10 years early childhood educators have been concerned with the definition of "Developmentally Appropriate Practice" (DAP). Recently a revised version of the guidelines of the National Association for the Education of Young Children were published (Bredekamp & Copple, 1997), with examples of appropriate practices presented within a framework that views teachers as decision-makers and culture as a crucial part of practice. Our session highlights both these aspects of early childhood practice—teachers and culture—as we consider how appropriate practice in US and Japanese culture can be eroded by pressures that educational and societal goals place on young children.

For decades educators in the US have debated what kinds of practices are most appropriate for children under the age of 8: should activities be child chosen; should play be central in the curriculum; what role should standardized tests play? Writers such as Caroline Pratt, progressive educator and founder of the City and Country School in the 1920s, and Elkind, who wrote of the "hurried child" in the 1970s, have eloquently reminded the field of the hazards of pressure: pressure to complete tasks in particular sequences and ways or pressure to learn academic content in the prekindergarten years. The educator we honor at this Conference, Bernard Spodek, has similarly argued through multiple publications on practice and research that young children need thoughtful practitioners and scrupulous researchers to keep in mind the characteristics of children that make teaching them a challenge.

In the first part of our talk, we give an overview of the difficulties of defining what is appropriate and what is "pressure-filled" for young children. Documentation from teachers and parents about what constitutes pressure for their children will be presented, primarily from a North American perspective. In the second part of our session we plan to illustrate the complexity of defining culturally appropriate practices in Japan, a country often assumed to be culturally homogeneous. Books and articles by Dr. Spodek, translated into Japanese, have helped Japanese educators to broaden their perspectives as they attempt to define what settings and practices are appropriate and present few pressures. We present examples of children's voices, data from a survey of parents at *yochien* (kindergarten), and interviews of teachers at *yochien*, in order to analyze what kinds of pressures are embedded in the lives of young children and their families and in early childhood settings in Japan. We suggest that a continuous dialogue among teachers and parents and others participating in education within and between cultures is necessary to effectively address issues of DAP.

EARLY CHILDHOOD EDUCATION IN ICELAND A RESPONSE TO THE WELFARE SYSTEM, THE NATURAL ENVIRONMENT AND THE CULTURAL HERITAGE

Johanna Einarsdottir
Director of Post-Graduate Studies,
Icelandic College for Preschool Teachers,
V/Leirulaek, 105 Reykjavik, Iceland
e-mail - joein@ismennt.is
e-mail in the U.S. - einarsdo@uiuc.edu

Early childhood education in Iceland is introduced and discussed in relation to the country's cultural heritage, the welfare system and legislation.

Iceland is a Scandinavian country, although isolated from the other part of Scandinavia. It is an island situated far in the north Atlantic, midway between Europe and North America. The country was very isolated from the rest of the world for centuries and as a result has developed its own culture and maintained its native tongue. The industrial revolution arrived late in Iceland, therefore the country was still predominantly rural in the beginning of the 20th century. Hence the need for early childhood care did not arise until later. The first early childhood program was established in 1924 as a shelter for poor children. The early childhood curriculum has gradually been transformed to preschool as the first level of schooling, according to a 1994 law.

The Icelandic welfare system resembles that of the other Scandinavian countries, therefore most preschool facilities are established by the local authorities. The Ministry of Culture and Education supervises the professional operation of the preschools and establishes the curriculum.

Icelandic early childhood education is built on a Scandinavian family welfare model, the natural environment of the country, and the cultural heritage. The paper discusses the influences of these factors on early education in Iceland.

EARLY CHILDHOOD EDUCATION IN GREECE: COEXISTENCE OF TRADITION AND MODERNITY CHALLENGED

Demetra Evangelou
348 W. Stadium
Lafayette, IN 47906
USA

Evidence for an emerging challenge to the coexistence of tradition and modernity in approaches to early childhood education (ECE) in Greece is discussed in this paper. Since the establishment of the modern Greek State in the early 1800's and until the 1950's, ECE was principally located within the purview of informal extended family networks or, in more formal institutional settings under the patronage of urban upper class initiatives. Its main theoretical framework was shaped through a fusion of Classical Greek Pedagogy and Enlightenment-originated notions of modernity. An important goal of the Greek educational system as a whole during this period, was the preparation of good citizens, a goal principally involving training in the Greek language, loyalty to ideals of Hellenism and Graeco-Christian traditions and, assimilation of various ethnic communities into a Greek national community. In 1913, for example, the first state-supported Kindergartens were established expressly for training in the Greek language of preschool age children from rural and non-Greek communities.

In more recent decades new goals and orientations have been added to the traditional ones, including preparation for academic success in elementary school and the teaching of basic skills to a growing number of children from working families. The full participation of Greece to the European Union has brought about the perception of new challenges. Education is increasingly seen as a tool for achieving integration with the rest of Europe and more successful competition in a globalized economy. Hence ECE departments have been established in most major Greek Universities in the 1980's offering four year curricula which emphasize diverse academic subjects including modern educational sciences, psychology, social sciences, computer and other information media and tools for education, etc. The paper discusses the origins and present status of the National Curriculum for the Greek Kindergarten put in place in the 1980's.[1] This is an educational document designed to enhance social cohesiveness through centrally determined school practices. It is now implemented in a society becoming more heterogeneous and diverse due to the influx of immigrants and a growing number of women entering the workforce.

[1] Evangelou, D., "Culture of the Greek Kindergarten Curriculum," *Early Child Development and Care*, Vol., 123, pp. 31-46, 1996.

PRESCHOOL EDUCATION IN PORTUGAL: DEVELOPMENT, INNOVATION AND CHANGES

Teresa Vasconcelos
Director,
Department for Basic Education, Ministry of Education
Av.24 de Julho 140 - 7º - 1350 Lisbon
Portugal

Recent policies for early childhood education in Portugal are presented. Preschool education is seen as the grounding for a more humane society, as a social and cultural necessity, as a way to prevent school failure, and as the scaffold for a life long learning approach to education. It is also seen as the first step for basic education which will be continued throughout all compulsory schooling. It is also seen as a service to families. A new role is foreseen for the state - less state but a better state: to give incentive and to harmonize public and private initiatives, to intervene directly in deprived areas, and to provide a unified system of pedagogical supervision with on-going evaluation and assessment.

Curriculum guidelines were prepared as a way to promote and regulate educational quality in preschool provision. But a unified system of supervision also means establishing common pedagogical and technical criteria for the creation of preschool centers; guaranteeing staff development and in-service training; establishing a harmonious transition with elementary school; developing true partnership with parents; generating rules and criteria for quality evaluation; engendering the principle of equal opportunity and minimizing social inequalities.

An Office for Expansion and Development of Preschool Education was created in August 1996 by ministerial decision. This Office supervises the expansion and development plan. The aim is to expand the Portuguese preschool system up to 90% coverage of five years olds, 75% of fours and 60% of three years old children by 1999. The new Law for Preschool Education (Law 5/97, February 10th) was published recently and is being enacted.

Educating for citizenship and for democratic participation from an early age is seen as a crucial goal for Portuguese early childhood education. Educating for citizenship must become a "reference knowledge" for all students in basic education, starting at the early years.

The role of the early childhood educator is crucial. She is the scaffold, the framework of this expansion and development plan. Therefore she needs to be dignified in her work and career.

A "Large Table" approach is described, as a new, collaborative, feminine way to envision administrative tasks which should serve the challenging project of changing, developing and innovating the early childhood education field in Portugal.

A RESPECTFUL APPROACH TO GENTLE ROUTINE CARE FOR YOUNG INFANTS AMONG CAREGIVERS IN GROUP CARE

Diana Suskind,Ed.D, RIE Fellow
Education Department
Fitchburg State College, Fitchburg, Massachusetts 01420

Historical Perspective: Summer of 1996, Suskind received a fellowship from Marion and Jasper Whiting Foundation that provided financial assistance to study under the guidance of Anna Tardos and Gabriella Puspoky at the Emmi Pikler National Methodological Institute for Residential Nurseries in Budapest, Hungary. *The purpose of this grant was to learn new care giving skills that could be shared in the United States with caregivers/parents for young infants in their care.*

In today's economic climate a record number of infants are relegated to public and private child care as married and single mothers necessarily must work to provide for their families. By presenting the development and distribution of gentle infant care routines, one will promote consistency among caregivers working with young infants.

A five- step procedure was established so as much as possible the young infant would be picked up in the same manner to promote consistency among caregivers. The infants in Budapest at the Emmi Pikler Institute have one educarer every six hours during the infant's day . This consistency in routines for the child during her stay at the orphanage is taken extremely seriously. These adults are the only adults that take care of the infant's caring, emotional and physical needs except for the physician on site. They all study and pick up the infant in the same way. In the United States, an infant, in group care is handled by more caregivers on a daily basis and would benefit from this procedural consistency among the professional primary caregivers.

This five-step approach is a method for lifting infants younger than six months that promotes security and reassurance during adult-imposed changes in position. Developed at the Emmi Pikler National Methodological Institute for Residential Nurseries in Budapest,Hungary, the approach provides continual support and less opportunity for unprotected movements of the infant's head, neck and upper body. The procedure involves: (1) approaching and greeting the infant; (2) placing the right hand on the infant's right upper arm, lifting the shoulder to make room for the educarer's left hand, slipping the educarer's left palm under the infant's shoulder and neck; (3) moving the educarer's right arm horizontally over the infant's stomach and placing the educator's right hand under his or her left hand; (4) slipping the left arm progressively under the infant's trunk and left leg; and (5) lifting the infant slowly and in a horizontal position. The underlying principles of this technique are also applicable during feeding and diaper changing. This training provides the necessary skills to focus on the reciprocal interaction between the educarer and infant.

SCAFFOLDING CHILDREN'S DRAMATIC PLAY: THE TEACHER'S ROLE

Jill Englebright Fox, Ph.D.
Deborah Diffily, Ph.D.
Michael Gamel-McCormick, Ph.D.

Through dramatic play, children learn to use language purposefully, to interact socially, and to develop skills for daily living. Children grow cognitively by generating ideas for play, remembering information, reasoning, and distinguishing between fantasy and reality.

A Vygotskian view holds that dramatic play is the product of social collaboration between children and more expert members of their cultures. Parents, particularly mothers, have important roles in children's dramatic play. As children's first playmates, parents serve as scaffolders for early dramatic play experiences. They introduce children to pretending and help them develop skills needed for pretend with peers. Little is known, however, about the role of early childhood teachers as scaffolders of dramatic play (Berk & Winsler, 1995).

During 68 hours of observation in the dramatic play centers of 10 preschool classroom, 11 types of teacher interactions during children's dramatic play were identified. Three of those categories, accounting for slightly over 50% of the total interactions, provided adult scaffolding for children's dramatic play. Teacher interviews indicated, however, that these interactions were not the result of conscious decisions to support and extend children's play, but were "instinctual" and random interactions with the children. Also identified were four categories of interaction that interrupted dramatic play to engage children in adult-directed activities.

The findings of this investigation indicate that teachers do provide scaffolding for dramatic play, but that this scaffolding is not the result of conscious planning or classroom objectives for dramatic play. Further, the frequency of scaffolding interactions varies considerably, even among teachers with training in accredited programs.

Implications from this research may be drawn for early childhood programs and for teacher training. Programs can support the importance of dramatic play by restricting adult demands on children during play periods. Training programs can focus on the importance of dramatic play in children's growth and learning by including relevant course and field experiences that emphasize strategies for teacher scaffolding.

TEACHING YOUNG CHILDREN IN BRITAIN AND AMERICA: A REVIEW

Sylvia C. Chard, Ph.D.
University of Alberta

This paper presents a review of friends in education over three periods from 1968 to 1998. From 1968-78, the Plowden years, interest in British early education led to the rise and fall in North America of a movement known as Open Education. The period from 1978-1988 was characterized in the U.S.A. by increasing emphasis on assessment and in Britain by rising political dissatisfaction with educational practice. Finally the period from 1988-1998 saw in America the reawakening of interest in differentiated education for children of different abilities and in England the introduction of a National Curriculum.

In this paper I offer three anecdotes which especially drew my attention to differences between British and American teaching. Through an examination of these anecdotes I discuss questions central to the enterprise of education in any country in recent history. The first anecdote describes my experiences as an English parent of children in first grade and kindergarten in a school in Illinois 1968. I was concerned when my sons brought their school work home. I learned that this was common practice when a teacher friend explained that American parents wanted to know what their children had been doing in school. In Britain teachers believed they needed to explain children's work to the parents. They also kept the work in school for reference in order to assess children's progress over time. In exploring this difference between the practice of the two countries I discuss communication between parents and teachers, the sharing of the perspectives of each about the professional expertise of the teacher.

The second anecdote relates to my discovery that teachers in America spent several days decorating their classrooms in preparation for the beginning of the school year. Again a friend described to me the reasons. The teachers wanted to welcome the children to their classrooms by communicating that they would be fun and interesting places to work in. In Britain we began the year with bare classroom walls because the bulletin boards were for the display of children's work and until the teaching and learning were underway there would be nothing to display. The British classroom belonged to teacher and children. Teachers and children shared ownership of space for learning. Ownership, empowerment and agency in the learning process have continued to be issues discussed in relation to the teacher's professional expertise on both sides of the Atlantic.

The third anecdote occurred much later although it was related to issues I had thought about many times before. A teacher in Britain justified a teaching strategy in terms of what she deemed good for children, irrespective of what was required to implement the National Curriculum. An American teacher, by contrast, justified the corresponding alternative practice, on the basis of what she was required to do by the school district. Through analysis of several such examples, I came to realize the extent of the deskilling of teachers that can result from attempts to render the curriculum "teacher proof" by shifting the responsibility for the curriculum from professional to political authority. 30

PLANTS AND ANIMALS IN KINDERGARTENS IN JAPAN

Hiroshi Ashida
Department of Early Childhood Education
Himeji College of Hyogo
1-1-12 Shinzaike-honcho
Himeji, Hyogo, 670
Japan

Natural things and phenomena have been evaluated quite highly since the birth of kindergarten education in Japan. This tradition has been practiced after the World War II and the natural things and phenomena have been used as teaching materials. It is common to plant trees, make flowerbeds and vegetable gardens, and prepare animal cages in kindergartens. It is ordinary to see cherry blossoms, tulips, pansies, and daisies bloom in kindergartens in April, the beginning of a fiscal year. In May, children are seen sucking the nectar of azaleas and making necklace with clovers. Sowing seeds in pots and watering flowerbeds are a part of children's activities. It is common to plant strawberries, beans, and potatoes and enjoy the harvest. Not only plants but also hens and rabbits are fed and taken care of daily. These activities are the typical characteristics in the kindergartens in both metropolitan and farming areas in Japan. The attached kindergarten to Himeji College of Hyogo has a yearly schedule for observation and cultivation of plants and care of animals. It includes the list of 61 plants for observation, 23 plants for cultivation, and 13 animals for breeding.

Even the lives in farming communities are modernized along with the changes in societies; thus, children more often live in an artificial environment. As the grades advance, children have fewer opportunities to deal with nature. Dealing with nature is important not only for science education but also for children's social and emotional development. It has been called for that schools supplement children with the dealing with nature which has been missing from children's lives at home and those in community. Kindergartens in Japan traditionally have evaluated dealing with nature quite highly. Also, the curriculum for elementary education is being revised in an effort to integrate more experiences in nature.

This is a presentation with videotaped kindergartens in Japan.

PROVIDING A ROLE MODEL FOR JAPANESE *YOCHIEN*

Riyo Kadota
Curriculum and Instruction
College of Education
University of Illinois at Urbana-Champaign
1310 South Six Street
Champaign, IL 61820
USA

As a result of educational reform by *Monbusho* (the Ministry of Education, Science, and Culture) in 1989, the Japanese educational system was radically changed in terms of assumptions about learning and development, curriculum, the nature of childhood, the school goals, and the functions of and relationships between schools, families, and communities. Since then, *Monbusho* proposed many educational changes, such as a five-day school system, an integrated school system, curriculum development, and comprehensive learning to provide a better education for children. Because of this reform, the role of *yochien* (kindergarten in Japanese) education has been modified.

This study attempts to examine how an attached *yochien* of a national university (latter abbreviated as AYU) deals with these reforms and agenda through a *fuku-encho's* (vice principal) perspectives. Data were collected through observation (taking field notes and videotaping) and semistructured interviews with Ms. Maeda, a *fuku-encho* of AYU, and three *tan-nin* (classroom teachers) at AYU in the summer of 1996. Interviews were conducted, audiotaped, and transcribed in Japanese to be translated later into English. The data indicate the following. Since AYU is a laboratory *yochien*, its practices are related to *Monbusho's Yochien* Curriculum reform, including facilitating comprehensive learning by creating an optimal environment. The relationship between AYU and *Monbusho* is not clear in terms of power, control, and initiates. In fact, AYU developed and introduced its integrated approach since 1904, long before *Monbusho* commissioned AYU to conduct a number of pilot studies beginning in 1976. AYU also established its own educational goals in 1971 and still maintains them. Ms. Maeda believes that AYU should be a model for other *yochien* and direct Japanese *yochien* education.

NEEDS OF INSERVICE EDUCATION PROGRAMS FOR NOVICE EARLY CHILDHOOD TEACHERS IN KOREA

Soyoun Bae, Ph.D.
Dept. of Child Study
Kyungwon University

The purpose of this study was to identify needs of the content of inservice education programs for novice teachers. Seventy-three Novice early childhood teachers and sixty-three directors of early childhood educational institutes were investigated through the questionnaire developed by the researcher. Conclusions drawn from the findings of the present study are as follows:

1. Unique needs of novice teachers on the content of inservice education programs should be respected.

2. Appropriately structured inservice programs should be developed and carried out for novice early childhood teachers in Korea.

PRETEND PLAY OF KOREAN AND AMERICAN CHILDREN

Suk Ran Choi
Associate Professor, Department of Child Studies
Seoul Women's University, Korea
Young Sug Kim
Assistant Professor, Department of Early Childhood Education
Chinju Junior College, Korea

Play in the early years has an important role in young children's growth and development. Often pretend play is considered as the leading factor in a child's development and placed within a socio-cultural context. Substantial research has been conducted in an attempt to understand the characteristics of children's pretend play. However few studies have examined the pretend play behavior of children cross-culturally. Cross-cultural comparison allows an assessment of universal as well particular components of development and an understanding of play in different ecological and social settings.

The study focused on the characteristics of pretend play and its relation to the given social context involving 20 Korean and 20 American kindergarten children during free play. Data were collected over a 10 week period employing a series of field notes and videotaping as a form of non-participant observation. Domain analysis (Spradley, 1980) served initially as the analytical tool to categorize the data. From the field notes and video tapes, the settings, players, play situations, materials used, verbal and non-verbal interaction, and pretend communication were recorded and transcribed.

The American and Korean kindergarten classes shared a number of features regarding educational philosophy and practice. Both schools stressed child-initiated activities with ample time allotted for free play inside the class and outside play yards. Despite the different cultures involved, both Korean and American children showed some resemblance in their pretend play behavior. Furthermore, some differences were also displayed. Implications of the pretend activity for the classroom are also briefly discussed.

A SYNERGISTIC APPROACH TO INFANT EDUCATION

Larry Smolucha
Benedictine University
Lisle, Illinois
Francine Smolucha
Moraine Valley Community College
Palos Hills, Illinois

The 1997 White House Conference on the first three years of life has raised public awareness of the importance of verbal interactions with infants. In 1988 the Smoluchas' introduced *Synergistic Psychology*, a theory of how verbal interactions stimulate physical, social, emotional, and cognitive development across the life span (Smolucha, 1988; Smolucha & Smolucha, 1989, 1992, 1997).The Smoluchas' use the model of a wheel with social interactions at the center of the wheel radiating out to the four domains of development (see Figure 1, below).

SOCIAL

PHYSICAL **SOCIAL INTERACTION** **EMOTIONAL**

COGNITIVE

FIGURE 1: Basic Model of a Synergist Wheel.

Psychologist have designed specific educational/intervention techniques that caregivers can easily use with infants during routine care giving activities such as feeding, diaper changing, and play. In a technique developed by F. Smolucha, an infant 6 weeks of age learned to routinely swat with his hands objects suspended from a mobile, to move the mobile in a circlular fashion, and to swat the objects to make shadows "dance" on the wall. Twenty five year longitudinal studies by Wm. Fowler and his associates have shown that verbal interactions can increase IQ scores from 15 to 30 points. These techniques should be more widely known and used by parents and preschool teachers.

LONG TERM IMPACTS ON YOUNG CHILDREN AND THEIR FAMILIES: THE EARLY CHILDHOOD EDUCATION AND ASSISTANCE LONGITUDINAL STUDY

Theresa H. Elofson, Ph.D.
Director, Child and Family Program
Northwest Regional Educational Laboratory
101 S.W. Main, Suite 500
Portland, OR 97204-3297

In the state of Washington the Early Childhood Education and Assistance Program (ECEAP) has been operating since 1986. ECEAP is a comprehensive family-focused preschool program designed to help low-income four-year-old children succeed. Children enrolled in ECEAP are to receive not only developmentally appropriate educational experiences, but also health and nutrition screenings. The families of the children participate in classroom and program decision-making and are assisted in accessing needed services.

As part of its authorizing legislation in 1985, ECEAP received a mandate from the Washington State Legislature to contract for an external evaluation. The Northwest Regional Educational Laboratory began a longitudinal study of the ECEAP children and their families in 1988 and is beginning the tenth year of data collection.

Utilizing a quasi-experimental design, the study tracks a sample (N=1,358) of ECEAP children and families in three cohorts from the beginning and end-of-the-year assessment of their preschool ECEAP experience through the 12th grade. The ECEAP sample is compared with that of a matched sample (N=322) of children who were ECEAP-eligible, but not served. The comparison sample subjects were matched to ECEAP children on age, gender, minority status, family income level and language. Data collection on the comparison sample began in the fourth year of the study and will continue each spring through 12th grade.

The study addresses a broad range of child and family variables and seeks to answer the following questions: 1) How well is ECEAP preparing children for success in school, i.e., what gains do ECEAP children make in their cognitive, motor, behavioral, and social development that encourage success in school? 2) How well is ECEAP preparing families to participate in and support their children's educational experience? 3) Do the effects of ECEAP participation last?

Findings from the nine year data collection will address choices and challenges associated with conducting a longitudinal study, including participant retention and changes in measures as a result in developmental growth and change.

IMAGES OF POVERTY IN CHILDREN'S LITERATURE

Judith A. Chafel
Shirley Fitzgibbons
Lisa Cutter
Kimberly Burke-Weiner
Indiana University, Bloomington

In the United States today, 13.8% of all persons and 20.8% of all children live in poverty (1995 figures; Weinberg, 1996). Sizable proportions of the nation's young experience economic privation in some way, make judgments about it, and these ideas have great significance for our society (Chafel, 1997). The work reported on here represents an exploratory step in a larger program of research on children's conceptions about poverty. Children are socialized via many avenues. The study addressed this question: How is poverty depicted in books for young children? The inquiry was premised on the assumption that young children are able to discriminate between rich and poor, and that book images about poverty can affect their belief systems (Campbell & Wirtenberg, 1980; Piaget & Inhelder, 1969; Ramsey, 1991; Rosenblatt, 1978).

In 1993, a small collection of books for the kindergarten- and primary-age child was identified for study by searching through numerous selective in-print reference sources, using the terms "poverty," "poor," and "homeless." In 1994, a few more titles were added. A total of 23 books were identified that met the criteria of realistic fiction, that presented contemporary images of poverty, and that were likely to be found in school and public library collections. Of these books, 5 were used for piloting purposes. Content analysis was completed on the text and illustrations appearing in the remaining 18 books, using a coding schema comprised of 9 indices. The schema was derived from two sources: previous research on children's conceptions of poverty (Estvan, 1952; Leahy, 1981; Stendler, 1949; Tudor, 1971), and demographic variables routinely employed in government reports (e.g., U.S. Bureau of the Census, 1994). Two coders rated the books during a 5-week period with 87% agreement. After completion of the coding process, frequencies were tallied by noting the presence/absence of an indice and its accompanying variables in a book, with each counted no more than once. Findings emerged for each of the 9 indices. Excerpts from the books illuminate these results. Some findings diverged from current demographic trends; others depicted the poor accurately and devoid of stereotypes. Future research should more directly address the question of children's belief systems about poverty by using reader response theory. Pilot data from work in progress suggest that this is a fruitful area of study, with clear implications for teaching.

LOW INCOME AFRICAN-AMERICAN MOTHERS' PARENTING STRESS AND INSTRUCTIONAL STRATEGIES TO PROMOTE PEER RELATIONSHIPS IN PRESCHOOL CHILDREN

Navaz Peshotan Bhavnagri
Early Childhood Education
Wayne State University

Parke, Carson, Burks and Bhavnagri (1989) have presented an empirically developed model which identifies three pathways that link parents and peers. "Parents as direct instructors" is one of those pathways where parents' behaviors have a direct and an explicit goal to facilitate their children's peer relationships.

Bhavnagri (1987) and Bhavnagri and Parke (1991) have established that mothers' and fathers' interactions with children and their peers can enhance their children's social competence. Finnie and Rusell (1988) and Russell and Finnie (1990) have examined mother's instructive strategies regarding conflicts between her child and his peer. Mize, Pettit and Brown (1995) have examined mothers' beliefs, perceptions and knowledge as factors associated with mothers' supervision of their children's peer play. These are the only studies that have systematically examined parents' role as instructors of peer relationships. However, none of these studies have examined, this issue as it relates to mothers' stress, which is the focus of this study.

Research on stress has examined the correlation between parenting stress and children's prosocial peer competencies (e.g., Eyeberg, Boggs & Rodrigues, 1992; Mash & Johnson, 1983; Abidin, Jenkins & McGaughey; Donnenberg & Baker 1992; Howe & Bhavnagri 1994). Patterson, Vaden and Kupersmidt (1991) report that families with economic stress are more likely to be rejected by their peers. However, none have examined stress related to parents role insstructing peer relationships, which is what this study attempts to examine.

This study therefore investigated the relationship between mothers' instructional strategies for promoting peer relationships and mothers' stress, as measured by The Parenting Stress Index-Short Form.

Forty-two African American mothers responded to structured interviews on the teaching strategies they frequently used to facilitate peer interactions of their two to three-and-a half year-old children. As mother's stress increased: (a) when teaching their own children, they more frequently used strategies that reduced antisocial behaviors and less frequently used the strategies that promoted prosocial behaviors towards peers; (b) when teaching their children's peers, they less frequently used strategies that would directly benefit these children; and (c) when teaching both children together, they less frequently used the strategy of scaffolding their dyadic peer play.

Educational implications for parent educators in multiple settings are: (1) to support and strengthen the existing instructional strategies parents use with their children; (2) to teach them how to introduce and maintain prosocial strategies during peer interactions; (3) to make the stressed parents aware that they need to focus on teaching their children's peers in order to help their children's social skills; (4) to teach stressed parents specific instructional strategies on how to scaffold peer relationships for both children; (5) to individualize the content of parent education based on individual parents' source of stress.

POLICIES FROM PRACTICE: THE STORIES OF THE WOOD RIVER HEAD START PROGRAM

Deborah Ceglowski, Ph.D.
Assistant Professor, Early Childhood Education
University of Minnesota
Department of Curriculum and Instruction
Peik Hall
159 Pillsbury Drive SE
Minneapolis, MN 55104
Voice: 612-624-2034 Fax: 612-624-8277 Electronic: deber@tc.umn.edu

From September 1993 to May 1995, the author joined the 4 member staff of a rural program as a volunteer to study how policies and mandates are enacted in the day to day lives of Head Start staff. Four questions provide the framework for this study: How is policy defined in a local Head Start program? How do staff interpret and negotiate official public policies such as the federal Head Start performance standards, licensing regulations for child care centers and local agency policies? How do local staff negotiate federal and agency policy and local needs? How do staff develop local policies to respond to the ongoing needs and specific problems in the daily operation of the program?

To answer these questions, the author employed qualitative methods that included participation in daily activities, field notes, discussions with staff and administrators, analysis of policies and program documents, and writing and analyzing short stories about the ordinary and special events at the program. The stories situate policy interpretation in the daily conversations, activities, and happenings at Wood River and invite readers to experience the events described. Top-down and bottom-up vantage point analyses were used to draw attention to certain policy processes displayed in the story text: top-down vantage point analysis focuses on how staff interpret and implement official policies; and bottom-up vantage point analysis focuses on how, staff, based upon their relationships with children, parents, and other building staff, develop local policies in response to local conditions and events.

The study found that staff worked at the intersection of their interpretive understandings of official policies, the day to day realities of the program, and their relationships with the children, parents, each other, and the other building staff. The staff displayed a range of perspectives on policies and policy practices. Staff negotiated official federal, state, and agency policies by complying with procedural regulations, preparing for monitors' visits, and completing paperwork. Staff, based on their working knowledge of official policies, developed local policies in response to a complex set of demands including: providing comprehensive services to children and families, maintaining facilities, and responding to emergency situations.

THE RESTRUCTURING OF AN URBAN ELEMENTARY SCHOOL: A CASE STUDY

Michael D. Davis
Professor and Director
Graduate Studies in Education
Box 842020
Virginia Commonwealth University
Richmond, VA 23284-2020

For the past six years, faculty in the School of Education at Virginia Commonwealth University have participated in the re-structuring of urban elementary schools. Initially as part of a Rockefeller funded project and later as a Professional Development School liaison, I worked in a pre-kindergarten through fifth grade inner city school. The surrounding neighborhood has a high incidence of violent crimes and many of those living in the community are unemployed high school drop-outs.

The school's restructuring has been based, at least partially, on a model developed by James Comer and his associates at Yale University. Comer's approach features a School Planning Management Team (SPMT), community empowerment, site based management, and teacher accountability. Included in the changes are the following:

A full-time social worker has been added to the staff.

A parent coordinator has been hired.

A GED program is offered on-site.

Community business partnerships have been developed.

Instruction has become more child-focused.

A portfolio assessment is used by classroom teachers.

Standardized test scores are gradually improving.

Each semester 25-30 SOE students work in the school.

School faculty guest lecture in university courses.

During each of the six years, an episode occurred when the change process was affected by one or more teachers. For example, a teacher who violated personnel policies was allowed to continue in the building for two years during the appeal process. Her constant complaining about the principal soured many SPMT discussions. The purpose of this paper is to analyze the cause, effect and resolution of these events in light of the current literature on the change process.

THE CULTURE OF PLAY IN THE CURRICULUM

Stuart Reifel
Department of Curriculum and Instruction
The University of Texas at Austin

Play has traditionally maintained a central role in the early childhood curriculum (Spodek & Saracho, 1988), but observation and discussion with teachers, children, and parents reveal that notions vary of what play is and should be. This issue becomes critical when classrooms contain children from a variety of cultural backgrounds. Recent research on classroom play reflects the different perspectives on play that are associated with different cultures (Chin, in press; Lin & Reifel, in press; Suito & Reifel, 1993; Yeatman & Reifel, in press). Gregory Bateson's (1956) theory of fantasy and Lev Vygotsky's (1976) theory of mental development serve as a framework within which play actions and our understanding of them will be discussed. Cases from Taiwanese and Hispanic settings will be included.

A study in Taiwanese kindergarten classrooms (Lin & Reifel, in press) found marked gender differences in communications during pretend play. Girls, more than boys, were seen using the signals for invoking rules related to reality for maintaining their pretend play. Moreover, girls were likely to suggest scripts or actions to others, or right others' enactments. Boys were more likely to self-reference what they were doing and specify the ongoing situation than girls. Those signals were found to be largely used to self-reference and specify what they did with transformed objects or what the transformed objects were doing. Furthermore, boys were more likely to use nonverbal cues for maintaining ongoing pretend play. These patterns have not been documented in North American classrooms.

Chin (in press) studied the scaffolding that occurs during Taiwanese mother-child play. The pattern of support and guidance for play varies with the age of the child, with much more labeling and definition taking place with 2-year-olds, and more imaginative story development predominating with 4-year-olds. The pattern of maternal involvement for Taiwanese mothers varies from that demonstrated in studies of North American samples, where mothers tend to give more generalized support for children's play.

A study of low-income Hispanic-American and African-American preschoolers during pretend play suggests the role of community culture in peer conflict (Yeatman & Reifel, in press). In one episode, several girls engaged in a simulation of a daily classroom gathering called "circle time." Their interactions centered around gaining possession and control over objects which they apparently saw as necessary for participating in the circle time event. In a second episode, a small group of boys and one girl pretended to drive toy cars upon a road they had constructed from blocks. Conflicts arose as the children negotiated the distribution of materials and the use of space, with long-standing community relationships contributing to the source of some conflicts. These relationships are made possible by an understanding of play frames and pivots (Reifel & Yeatman, 1991, 1993; Yeatman & Reifel, 1992).

Such research tends to support the need for contextual theories of play that consider the multiple frames of reference for pretend, children's daily experiences with pivots, and the meanings and social relationships they experience in their communities.

THE PROFESSIONAL DEVELOPMENT OF EARLY CHILDHOOD TEACHERS IN TAIWAN—A CASE STUDY

Yu-wei Lin, Associate Professor
Dept. of Home Economics Education
Graduate Institute of Home Economics Education
National Taiwan Normal University

This study explored forty-three childhood teachers' professional development in order to: (1) understand the process of early childhood teachers' professional development; (2) examine the problem which the early childhood teachers grow professionally.

This was an interpretative study. The participants included forty-three early childhood teachers who were enrolled in in-service training program and pursuing bachelor degree in one Normal Teachers College in Taipei. They were all female and worked with children in 3 through 6-year-old age range. Their ages ranged from 23 to 40, and the teaching experience ranged from 3 to 20 years. As the instructor of one elective course: Seminar on Early Childhood Education — early childhood teachers' professional development for one semester, I prepared different topics to discuss in the class. Those topics included reflective teaching, classroom culture and teaching culture, definition of profession, teachers' career development, teachers personal metaphor, early childhood teachers' developmental stages, the ways to promote teachers' development and so on. The goal for this course was to help early childhood teachers understand themselves and help them examine their own professional development. Assignments for this course included reflective journals, metaphor report, personal teaching autobiography and their future plans. All students were required to hand in their assignments once every two weeks. These assignments became the data for this study.

Based on the findings of this study, the following conclusions could be drawn:

1. Based on Katz's four developmental stages, most of early childhood teachers noted that they were in the stage of consolidation and renewal. According to the findings, age was not the only reason to distinguish what developmental stage they were in. However, the teaching environment played an important role in the process of teachers' professional development.
2. Relationship with colleagues was considered as a very important component of job satisfaction and of working together to create a context for ongoing professional development. Two-third of early childhood teachers shared that their colleagues helped them grow. Cliff (1994) referred to the importance of leadership in supporting ongoing professional development. In this study, some teachers also noted that the director or principal of the kindergarten positively or negatively helped them grow, too. Family members, kindergarten children, friends, and professors in the university also played an important role in their professional development.

3. The problems which these teachers encountered in the process of professional development included heavy-load of teaching work, bad-relationship with colleagues, and heavy family responsibilities.
4. These early childhood teachers thought that the ways to help them grow professionally included participating in seminars, pursuing advanced degrees, participating in action research, encouraging reflective thinking, and reading professional books and magazines.

This study pointed out the importance of understanding early childhood teachers' developmental process and problems they encountered in order to help them become more elaborate and competent in their teaching. In addition, identifying and analyzing teachers' teaching reflection, and their autobiographies is a good way to help teachers develop self-understanding. This study suggests that teacher educators need to understand early childhood teachers' personal and professional development in order to actually understand their needs and plan intervention programs to promote these teachers developmental growth.

TEACHERS IN THE PROCESS OF CURRICULUM REFORM

Li-Ching Lin
Department of Early Childhood Education
National Hsinchu Teachers College

An official study on the issues of and possible strategies for educational reforms at all levels (K through higher ed) was launched in Taiwan three years ago. Curriculum reform has been identified as central to the improvement of education. Teachers, who are the interpreters of curriculum, play an important role in determining the effects of the reform. This paper focuses on the issues related to teachers in the process of curriculum change.

The study was conducted in a kindergarten program, which has adopted the Project Approach to replace their former curriculum model based on the teaching of "The Units". Data were collected through interviews, observations, group discussions, and documents from the field. Major findings include the following:

1. Teachers changed in their teaching beliefs and practices, dispositions, emotional reactions toward the reform, and their social relations in the process of reform.

2. There are phases in the changes teachers experienced and they interacted with the progression of the reform,

3. Individual teachers' professional growth and commitment to the reform often faded away without organizational supports, such as a powerful shared vision of what the new curriculum should look like, team learning with other teachers, and strong and skillful leadership from the kindergarten director.

4. Teachers experienced difficulties in acquiring knowledge and skills required for the new curriculum, responding to pressures from parents, establishing a systematic perspective toward problem-solving, and achieving teaching autonomy.

Findings from this study suggest that teachers' professional development is crucial to the effects of curriculum reform. Their professional growth, however, should be considered alongside with the development and growth of the kindergarten as a learning organization. One of the implication from this study is that in-service teacher education program should provide not only professional knowledge and skills but also information and experiences on organizational dynamics so that teachers are helped to become more aware of influences from their work contexts and their roles in creating supportive contexts for one another. With regard to leadership in staff development, the director should mind strategies for promoting both individual professional growth and the organizational growth of the kindergarten to support the early childhood educational reform.

EXPLORING POSSIBLE VARIATIONS OF CLASSROOM INTERACTION IN KINDERGARTEN AND FIRST-GRADE CLASSROOMS

Min-Ling Tsai
Associate Professor
National Taipei Teachers College

As a small but significant response to current Educational Reform in Taiwan, this study initiates a three-way discussion on the forms and contents of classroom interaction among a college associate professor (the observer), a kindergarten teacher and a first-grade teacher to seek ways to create the "real discussion" in the classroom. The researcher (along with two research assistants) observed and videotaped classroom interactions in the two classrooms weekly and showed some portions of the videotapes to the two classroom teachers every month. After four months' fieldwork, the observation was narrowed down to focus on the Chinese lessons in the first-grade classroom and the diary-picture sharing and discussion time in the kindergarten classroom. In the monthly discussion session, the researcher first heard the teachers' comments and interpretations of what happened in their classrooms, then raised questions to understand why they made certain decisions in leading or arranging classroom interactions and finally invited both teachers to think about possible ways of making changes happen in their classrooms.

While both teachers mentioned the difficulties in making the whole class participate in discussion, after the first three-way discussion session, we have observed changes happening in both classrooms. The first-grade teacher had students teach part of the lesson in turn, that is, acting as "small teachers" to lead the discussion. The kindergarten teacher had the children name peers to ask questions after talking about their diary-pictures.

While students are gaining more opportunities to talk and to lead the discussion, there remain some problems to be solved, such as the teachers' overarching concern of keeping up with the curriculum schedule and the children's ability in extending the contents of discussion. Teachers' prominent "fear" of letting students talk has to be understood from a more distant context, such as the expectation of teacher role and student role in Taiwan's culture. In the middle of this two-year study, such glimpses of real discussion happening in both classrooms requires further probing and thinking to know what can be done right away in Taiwan's classrooms. While issues of inappropriate student/teacher ratio and pre-scheduled curriculum remain unchanged, this study presents a concrete process where small changes can lead to a more open interaction context in which students have a better chance to become free thinkers. The joint sense-making process in which the three teachers inform one another as to how to organize classroom interaction might provide insights to kindergarten-elementary school transition issues in Taiwan.

THE STORY OF HELEN: THE QUESTIONS AND NEEDS OF A TEACHER SERVING LINGUISTICALLY AND CULTURALLY DIVERSE CHILDREN IN AN EARLY CHILDHOOD SETTING

Joyce Bezdicek
University of Illinois

The study is an exploration of the questions a teacher had and additional skills she needed as she served linguistically and culturally diverse children in her early childhood classroom. The teacher's previous experiences in serving linguistically and culturally diverse children had been frustrating due to feeling that their learning potential was being limited by her inability to communicate with children and parents in a common language.

The teacher, Helen, chose to become affiliated with the federally funded Title VII program which was housed within the early childhood setting. The purpose of the Title VII program was to establish appropriate services for linguistically and culturally diverse children attending the preschool. The researcher, within the roles of ESL teacher and multilingual services coordinator, took note of the questions Helen asked and the skills she needed as she guided Helen in serving the Spanish speaking children in her class.

Three themes emerged from the study: 1) The teacher was in need of an understanding of the appropriate role of home language use in her classroom. 2) The teacher was in need of English as a Second Language (ESL) strategies for working with linguistically and culturally diverse children. 3) The teacher needed help in learning aspects of culture and incorporating them in the educational program for linguistically and culturally diverse children.

ORAL HISTORY OF AN IMMIGRANT PARENT WHOSE CHILDREN ATTEND SCHOOLS IN CANADA

Richard Hirabayashi, Ph.D.
Principal Investigator
University of Calgary
Yoko Ishii
Co-Investigator
University of Calgary
Kanwalijit (Kamal) Johal
Co-Investigator
University of Calgary

This research project focuses on the parents in immigrant families whose children attend Canadian schools. Immigrants, who come from foreign countries, often speak a language other than English, and live in a culturally-different family and community social milieu. On the other hand, the Canadian schools present, to most immigrant parents, what appears to be a completely different cultural context. These parents must confront the often contradictory dynamics of the integration between the two cultures within the changing context of Canadian schooling, as part of their daily lived experience. Oral history provides parents with a voice about their children's schooling and an in-depth narrative of their own lived experiences of childhood, family, schooling, and in general, the growing up process in their native country. This can be a rich source of information. Thus, oral history has the potential to assist in breaking down barriers between home and school.

Oral history is a documentary where, according to Eva McMahan (1994), "evidence originates in the act of oral face-to-face communication." In the face-to-face communication with the parent, the interview methods are simultaneously focused in four directions: inward and outward, backward and forward (Clandinin and Connelly, 1994). By inward we mean the parent's internal conditions of feelings, hopes, aesthetic reactions, moral dispositions and so on. By outward we mean existential conditions, that is the environment. By backward and forward we are referring to the parent's temporality, past, present, and future. To experience a parent's experience is to experience it simultaneously in these four ways and to ask questions pointing each way.

Again, drawing on Clandinin and Connelly's work, field texts were created by having the participants construct annals of their lives or parts of their lives. Annals are line schematic of an individual's life divided into moments or segments by events, years, places, or significant memories. After the construction of an annal, the participant is asked to tell stories, or to construct chronicles around the points marked on the annal. The creation of annals and chronicles become a way to scaffold their oral histories.

For THE SPODEK SYMPOSIUM, I have selected one Japanese immigrant parent's oral history which comes from the Oral History Research Project, funded by The Prairie Centre of Excellence for Research on Immigration and Integration (Canada).

ADJUSTING TO THE NEEDS OF A CHANGING STUDENT POPULATION

Patricia Clark, Ph.D.
Department of Elementary Education
Teachers College
Ball State University
Muncie, IN 47306
USA

This study describes the journey of four kindergarten and first grade teachers over a two year period as they strive to find ways to best meet the needs of a student population that is rapidly changing. The public school in which these teachers work is located in a small Midwest town of approximately 20,000. Until recently, there has been little mobility within the town and surrounding countryside. About four years ago, this stable, fairly homogeneous community began to experience change as a large number of families from Mexico moved into the area in search of employment. The Hispanic population of the public elementary school described in this study increased from less than 8% four years ago to approximately 25% during the 1996-97 school year.

Concerns, issues, struggles, and efforts being made by teachers to adapt instruction were documented through journals the teachers kept, interviews, observations, and an outside evaluation of the school. Initial results found that most of the teachers' concerns revolved around 1) difficulties communicating with children and families; 2) the use of language (Spanish and English) in school; and 3) children's success in school, both academic and social. Results documented teachers' efforts, both successful and unsuccessful, to communicate effectively with parents, to incorporate Spanish into the curriculum, to deal with issues of social isolation of students, and to make the curriculum more meaningful to children.

This study will continue during the 1997-98 school year, in an effort to further document the teachers' efforts. Information gained from this study should be helpful to other schools and school districts experiencing similar changes in student population.

THE DEVELOPMENT AND EVALUATION OF A MULTI-CULTURAL PRESCHOOL CURRICULUM

Susan A. Fowler, Beverly Lewman, Helen Bair & Shirley Berbaum
Dept. of Special Education
University of Illinois at Urbana Champaign

This presentation will describe the development and evaluation of a creative arts curriculum model (SPARK) designed for implementation in classrooms which include children who are developing typically as well as children with disabilities or developmental delays. The curriculum is designed around a weekly story, which is read and discussed daily and followed by music, art and make-believe activities which build upon concepts presented in the story. Stories were selected to represent a range of cultural and linguistic groups residing in the United States and include folk tales as well as more recent writings. A basic assumption of the program is that stories, music, expressions of art and play, reflective of a variety of cultures, are needed not only to provide a sense of continuity and recognition for children from diverse cultures, but also to broaden and enrich all children's understanding of the world in which we live.

The purpose of the curriculum is to assist children in acquiring early literacy skills gained from repeated story readings, to expose them to age appropriate concepts, and to assist them in acquiring and displaying new skills and knowledge within the context of music, art, and dramatic play. A critical element of the curriculum is the inservice training component for teachers which focuses on story reading skills, discussion skills and embedding concepts and goals (especially those related to a child's IEP) within the context of an ongoing activity, as well as cultural self-awareness.

The curriculum, developed over the prior 5 years with support from the US Dept. of Education has been field tested by 57 teachers and over 600 children in early childhood special education classes and Head Starts. Children in the classroom were of African-American, Euro-American, Hispanic and multi-racial origin. Results of our evaluation indicate that children were highly engaged in the activities and showed anticipated or better than anticipated gains in development across a school year. Teachers implemented the curriculum with high fidelity, were successful in embedding a variety of developmental and intervention based goals within daily activities and reported high satisfaction with the model.

CULTURE AND THE EDUCATION OF YOUNG CHILDREN: A PERSONAL REFLECTION ON THE DEVELOPMENT OF EARLY CHILDHOOD EDUCATION IN HONG KONG

Margaret Kwong
Early Childhood Studies Department
Hong Kong Institute of Education

Education is culturally defined, reflecting at the same time the ideology of a society (Spodek, 1991). Early childhood education was almost non-existent in Hong Kong in the early twentieth century. By the time primary education became generally available to all school-age children in the late 50s/early 60s, few children had attended some form of early childhood education prior to their entry into primary schools. We have since come a long way. In these days, almost all children will have attended preschools before they start their primary education (Opper, 1993). Yet, early childhood education is not mandatory as it is still not being regarded by the government as an essential part of formal schooling. In theory if not in practice, it is not required that children should have some form of early childhood education first before they enter into primary school. However, for some reasons, parents think otherwise. They want their children to start early, and that is why they place their three-year olds in kindergartens — and many of them will make extra efforts to find a place in kindergartens with good reputations.

Why is it that Hong Kong parents in these days put so much value on early childhood education even though the same value is not expressed in educational policy? What do they see as the values of early childhood education for their preschool-age children? Do they perceive it as part of formal schooling, and that means the learning of academic skills? Or do they perceive it as learning of some other things, something they consider important or useful for young children? Several generations back, a different cohort of parents had their children's formal schooling beginning from primary one. Does it mean that early childhood education, as we know it today, had no meaning at all, or a different meaning, to parents in other times in the past? Turning to the history of educational policy, why is it that early childhood education continues to be regarded as not essential even as it has become generally accepted by parents as the beginning of children's formal schooling? For early childhood teachers, how do they determine what sort of early childhood education experience is good for young children, given the absence of established or official early childhood education curriculum, noting at the same time that many of these teachers are untrained?

The purpose of this paper is to examine the development of early childhood education in Hong Kong over time as it is situated in the changing confluence of cultural, social, and economic influences. I shall go about this task by examining my personal reflection of my experience with parents, teachers, and students in our kindergarten teacher education courses. My focus, however, is on the cultural beliefs and the prevalent educational discourse within the teaching profession regarding the conception of child development, childhood socialization, knowledge and children's learning, and the purpose of school. I am going to examine the interplay of cultural beliefs and educational discourse in shaping the stated early childhood education curriculum and how the curriculum is being enacted in the classroom.

CONNECTING PRACTICE TO BELIEFS TO PRACTICE: WRITING A PHILOSOPHY OF EDUCATION

Jean Maakestad Wolf
Elementary Education & Reading Department
Western Illinois University
Macomb, Il 61455

Whether spoken or unspoken, a teacher's beliefs about education influence the type of teacher he/she becomes. A written philosophy of education provides a framework for guiding a teacher in the ongoing process of reflecting on and stating those beliefs. Through the process of writing a philosophy of education, a teacher clarifies his/her beliefs, grounds those beliefs in professional knowledge, and assesses the connection of those beliefs with practices.

Undergraduate and graduate students in the Early Childhood Education Program at Western Illinois University write a philosophy of education as part of required coursework. The process occurs in two stages. A first draft is submitted to instructors and to a classmate for comments and feedback early in the semester. The final copy, at the end of the semester, reflects changes made by students based on comments received and their own reflection. In this process, students have the opportunity to assess the connections between their beliefs, their professional knowledge, and their classroom practices.

A specific format for writing a philosophy of education is provided and divided into five categories: 1) the purposes of education, 2) children's needs,

3) the learning environment, 4) the teacher's role, and, 5) family/community involvement. The primary emphasis of each of these areas is described below.

Students clarify their beliefs about the general goals of education in the first category. Questions about who should be educated and why and what children should be learning guide thinking in this area. Beliefs about children's needs, the second category, reflect students' understandings about needs all children have and needs of special and diverse learners.

In the third category, the learning environment, students respond to questions related to the physical setting and the curriculum. Beliefs about how classroom arrangement and adaptations, materials and storage, and room utilization can meet the needs of all children are addressed in the physical setting section. Beliefs about appropriate curriculum content, implementation and instructional strategies, and assessment are clarified in the curriculum section.

Students identify what they believe teachers should be doing, in terms of qualities and behaviors, in the classroom and with children and families in the fourth category, a teacher's role. The last category, family and community involvement, addresses the responsibilities of the teacher in involving and respecting the families and the community within the education process.

IS THERE A DOCTOR IN THE ROOM ?

Ethel Berry Mincey, School District of Philadelphia
Erlene Bass Nelson, School District of Philadelphia
Anice Dickerson-Watters, Head Start Program - Philadelphia

There seems to be a misconception among some people that persons with advanced degrees who remain in the classroom deprive others of teaching positions. Should teachers who earn doctoral degrees leave the classroom to pursue other professional endeavors such as administration, social work, consulting, college teaching, or entrepreneurial enterprises? In order to answer this question, we conducted an informal survey among early childhood teachers in the Philadelphia school system who hold doctorates. None of the teachers who responded agreed with the above notion. All of them believe that their contributions to their children and families are substantial.

They were asked the following questions:

1. What motivated you to continue teaching young children after you received your doctoral?
2. What role(s) do you perceive teachers as doctors have in the classroom?
3. What do you do to continue your own professional development?
4. How do you believe children, parents, and others benefit from your involvement as a classroom teacher?
5. What are other things you do to use your expertise as an early childhood educator?

With regard to responses to the five questions, we found that:

1. All the teachers were motivated to use their increased knowledge to better understand children and to work more effectively with them.
2. Most believe that their role as a teacher is basically the same as other dedicated teachers with the exception that their knowledge base may be broader.
3. Many of the teachers retain affiliations with a variety of professional organizations. They participate in staff development activities of their school district along with attendance at conferences and symposiums.
4. Knowledge and skills acquired while working toward the degrees enable most teachers to be better teachers. Parents tend to see them as role models for themselves and their children.
5. All the teachers expressed a desire to contribute something to the profession and to the wider community. To these ends, they serve as volunteers, conduct research projects, publish, serve on review panels, teach in higher education, and present at local and national conferences.

In summary, we suggest that "yes, there is a doctor in the room" should be a common response to the title question. Those of us in such a position must encourage and support other teachers to do the same. Young children at their early stages of development need the firm foundation that the doctoral training in early childhood can supply.

USE OF CASES AS A TOOL FOR PEDAGOGICAL INQUIRY IN EARLY CHILDHOOD TEACHER EDUCATION

Mary A. Jensen
State University of New York at Geneseo
School of Education
221A South Hall
1 College Circle
Geneseo, NY 14454
USA

In recent years, constructivist perspectives have been influential in both early childhood theory and practice. Accordingly, many early childhood educators have called for changes in teacher education courses. They argue that if we are preparing teachers to use constructivist approaches in early childhood classrooms, then we must practice what we profess. These educators criticize traditional college courses that limit the role of the learner to that of linking personal interests and experiences to readings and to the professor's elaboration of best practices. Instead, they suggest that we should provide teacher education students with opportunities to become engaged as active problem solvers and inventors in pedagogical situations.

While we might agree with what these champions of constructivist pedagogies say about the learner's need for making sense and the importance of our providing opportunities for inquiry learning, what might be the limits of this stance in early childhood teacher education? How in some contexts might the use of teachers' classroom narratives be a distinctive pedagogy that extends meanings further?

In this paper, I will examine the potentials of classroom narratives or cases as a tool for pedagogical inquiry in early childhood teacher education. As with constructivist pedagogies, some teacher educators have shown a growing interest in the use of case narrative in their courses. What might be confusing to them, however, is the interpretation of this pedagogy. The wide range of available materials called cases, a lack of consensus in teacher education about purposes for case use, the lack of attention given to discussion methods that would be congruent with espoused purposes, and the lack of warning about the possible pitfalls of case discussion and case development all complicate this issue. As I see it, no pedagogy can work in all situations but must be geared to different groups in different contexts. Yet without development of distinctive pedagogies, teacher educators face a tremendous burden if they attempt a more inquiry-oriented stance in their courses. Given this view, my aim here is to explore the use of cases as a potential tool for pedagogical inquiry in early childhood teacher education.

AUSTRALIAN EARLY CHILDHOOD TEACHERS AT WORK IN THE 1990s

Gail L Halliwell & Deborah Gahan
Centre for Applied Studies in Early Childhood (CASEC)
Queensland University of Technology
Brisbane, Australia 4059

The times, they are a-changing for teachers working in the Australian early childhood programs emerging in the 1990s. The last ten years was a period of unprecedented growth in numbers and types of services for children under eight years of age, in government funding of services and in agencies sponsoring and supervising programs where teachers work with groups of children under eight years of age. The resulting demand for qualified staff was a cause for celebration among advocates of early childhood education. Less welcome is the growing ambiguity about what qualified early childhood teachers are employed to do and what they need to know to do their work effectively.

Early in this decade anecdotal evidence was suggesting that graduates of early childhood teaching courses offered at Queensland University of Technology (QUT) obtained employment in workplaces with different industrial and educational demands from those experienced by staff preparing them to teach. Since then, research undertaken within The Centre for Applied Studies in Early Childhood (CASEC) is providing systematic information about how workplace expectations impact on teacher decision making. More importantly, theoretical insights are emerging that provide new lenses for critically reflecting on what early childhood teachers need to know to create an effective curriculum for young children whatever their workplace demands.

The research data include work history surveys sent to the nine hundred and twenty-two early childhood teachers graduating from QUT 1991-95, case-studies of their teaching dilemmas and ethnographic studies of how teachers manage ongoing dilemmas arising when their vision of an appropriate curriculum is in conflict with workplace demands.

The surveys reveal dramatically changing employment patterns since the 1980s when graduates expected to find full time employment in a school system or in a community-managed kindergarten or community-managed long day care centre. 1990s graduates are more likely to start work as part-time, contract employees, probably in a long day child care centre. In Queensland the growing proportion of owner-operated child care centres employ teachers as 'group leaders' under an industrial award where they do not have to pay teacher salaries if they claim that they offer a 'developmental' program rather than an 'educational' program. A smaller proportion begin work as managers in child-care centres, or as advisers and support personnel for centre staff holding one and two year qualifications. Others begin work on contract in a state or independent school system. In their first five years at work these teachers may move from sector to sector, seeking full time secure employment.

What then do they need to know to gain employment? Is this the same as the body of knowledge they need to be effective early childhood teachers? This paper addresses two areas of need identified through collaborative inquiry with 1991-5 graduates. The first is the need to reconceptualise what constitutes an adequate knowledge base for acting on curriculum priorities from an early childhood perspective. The second is the need to know how to negotiate relationships with adults that ensure their professional knowledge is accepted as a resource to be used to create child and family responsive curriculum.

PUTTING INCLUSION INTO PRACTICE: PERSPECTIVES OF TEACHERS AND PARENTS

Tess Bennett, Deborah DeLuca & Deborah Bruns
Department of Special Education
University of Illinois at Urbana Champaign

Although inclusion and parent involvement are considered best practice in early childhood education, few empirical studies have focused on the practical application of these concepts. This study used both qualitative and quantitative methods to investigate the perspectives of parents of children with disabilities and teachers in inclusive settings regarding parent involvement and factors contributing to successful inclusion. The purpose of this study was to confirm or disconfirm the findings of previous research on these topics as well as learn more about the actual experiences of parents and teachers in inclusive settings.

Teachers surveyed in this study reported significantly less positive attitudes toward the concept of inclusion than parents. Less positive attitudes were associated with more years of experience, but no relationship was found between attitudes and the number of children with disabilities with which teachers have worked. This relationship has not been consistently investigated in previous research and replication of these results is necessary. Teacher attitudes toward inclusion accounted for a significant proportion of variance in reported success of experiences with inclusion. Reported confidence in skills and ability to access resources accounted for additional variance in reported level of success with inclusion.

Both parents and teachers reported the need for a commitment on the part of all parties involved in the inclusion process. While parents emphasized commitment as reflected by effective teaming, teachers focused on commitment from administration in terms of funding and release time. Additional requirements for successful inclusion identified by teachers included additional training, availability of support staff, assistance in modifying activities/ classroom, additional planning time, and smaller class size. The Scruggs and Mastropieri (1996) analysis of 28 studies conducted over a period of three and a half decades showed that the majority of teachers thought that they did not have sufficient training, access to material or personnel resources, time, or appropriate class size to successfully implement inclusion. If these are indeed the key aspects to successful inclusion, as support by the present study as well as previous research (Werts, Wolery, Snyder, & Caldwell, 1996; York & Tundidor, 1995), then administrators have an empirical basis from which to develop guidelines for providing supports to those teachers expected to create and maintain successful inclusive classrooms.

Another aspect of successful inclusion evident in the telephone interviews was the need for planning time. Administrative support is needed to give release time to teachers and other staff. Future research could investigate the benefits of such an approach. In addition to pragmatic concerns, attitudes are the basis of successful inclusion. As inclusion becomes increasingly widespread, it is essential to study ways to make the experience more meaningful and successful for parents, teachers, and children with special needs.

REDEFINING GIFTED EDUCATION IN AN EARLY CHILDHOOD CONTEXT

Nancy B. Hertzog
University of Illinois at Urbana-Champaign

The author presents a conceptual model for defining gifted education in an early childhood context. A review of the literature outlining the intersection of early childhood and gifted education practices will be presented. The model is based on an in-depth study of curricular differentiation in an early childhood gifted education program.

Theoretical Framework

Many curricular theorists and practitioners have provided the conceptual framework for this paper. In particular three curricular conceptual models inform the author: open education in the British Infant School, The Enrichment Triad Model (Renzulli, 1977), and the project-approach (Katz & Chard, 1994). Although each model can clearly be distinguished from each other, key to all approaches is the student-centered emphasis and constructivist views of learning.

Guidelines set forth by the National Association for the Education of Young Children (NAEYC), now under the rubric of Developmentally Appropriate Practices (DAP) (Bredekamp, 1987) have been in the forefront of early childhood programs for nearly a decade. Inherent in the guidelines are general "should statements" for practitioners in the field. As the guidelines have been revised (Bredekamp & Rosegrant, 1992), discourse and debates about their applicability of the guidelines to special populations of young children have been pervasive in the literature. A renewed emphasis on the individual (individual capabilities, cultural characteristics, and life situations) versus the "group" of young children and a refined definition of developmentally appropriate to include age and individual appropriateness promotes the case that DAP can be applied to any population of young students, including those identified as gifted or talented.

Many leaders in the field of gifted education have published "should statements" about differentiated curriculum (Kaplan, 1974; Maker, 1982; Passow, 1982, Renzulli, 1977). Consensus among the should statements is that the content, product, and process of learning must be modified to meet the needs and abilities of the students. Curricular differentiation defined "denotes sets of specialized learning experiences which develop the unique abilities of students identified as gifted/talented" (Passow, 1982, p. 6). According to many experts in the field, curriculum should be thematic, broad-based, and designed for depth and complexity. (Kaplan, 1974; Maker, 1982; Passow, 1982; Renzulli, 1977). According to the principles of differentiation, curriculum for gifted children should be distinguished from that for non-gifted children.

Implications for Practice

This paper refutes the distinction that gifted education is "for gifted only." Gifted education is the field of study that recognizes the variety of ways that students demonstrate talent and talent potential. Gifted education includes the instructional strategies and techniques that foster and nurture individual strengths and talents. An exemplary early childhood gifted education program can be one where opportunities abound for students to develop and display their talents. It can be a program where emphasis is placed on "optimizing learning" (Clark, 1986), or on engaging children's minds (Katz & Chard, 1994). In each program where the goal is to maximize a child's full developmental potential, the basic principles of gifted education are in place.

PRESCHOOL CHILDREN ENROLLED IN MULTIPLE PROGRAMS

Michaelene M. Ostrosky
Department of Special Education
University of Illinois at Urbana-Champaign
288 Education
1310 S. Sixth Street
Champaign, IL 61820
USA

As more women return to the work force and an increasing number of young children are enrolled in early childhood programs, parents must sometimes piece together programs in order to find full-time programming for their preschoolers. For young children enrolled in more than one program (e.g., Head Start and child care, early childhood special education and child care), successfully adapting to the routines and expectations of different environments is necessary as they move between programs on a daily basis. Consideration must be given to the multiple settings in which young children actively participate for these environments affect development. Additionally, the relationships between young children and these multiple settings are transactional; individuals and their environments change over time, each impacting the other.

This presentation will include an overview of the findings from several research studies conducted over the past five years on the topic of early childhood transitions. The nature and characteristics of preschoolers' daily transitions when they are enrolled in more than one early childhood setting will be described, with attention given to factors that support transitions and those that make transitions difficult for young children. Highlights from a national survey on the prevalence of enrollment in multiple programs will be presented, and the results of a study investigating the communication between programs when children are enrolled in more than one program will be addressed. Finally, children's perspectives on these multiple transitions, implications for practice, and future research ideas will be discussed.

INCLUSION IN THE EARLY YEARS: A LEGAL PERSPECTIVE

Dr. Richard C. Lee
Professor of Special Education and Dean
of Graduate Studies & Continuing Education
University of Wisconsin-Whitewater
Whitewater, WI 53190

Inclusion is an educational policy that refers to the provision of services to all children, including those with disabilities, in the neighborhood school, in age-appropriate general education classrooms, with the necessary support services and supplementary aids (for the child and the teachers) both to assure the child's success - academic, behavioral and social - and to prepare the child to participate as a full and contributing member to society.

For the past decade, as schools, including those serving young children, have struggled to implement the policy of inclusion, a number of lawsuits have been adjudicated which, when taken together, have helped to clarify the intent of state and federal legislation with respect to inclusive education.

This paper, using legal research methodologies, will present the results of a comprehensive review of crucial appellate court and OCR (Office of Civil Rights) rulings on the policy of inclusion and discuss the implications for educators working with preschool, kindergarten and primary-aged children. The intent is to define the standards articulated by the courts of what schools are legally obliged to provide for all children and to discuss the implication of these standards for designing developmentally appropriate and inclusive classrooms for young children.

The major findings of the review include the following:

A. The courts have consistently rules that the determination of whether a child had been mainstreamed to the maximum extent appropriate requires a fact-specific individualized inquiry and the application of the facts to the legal standards (or tests) articulated by the appellate courts.

B. Among the most frequently cited legal standards (or tests) articulated in the various legal cases are these:

    1. Congress (as expressed in the IDEA legislation) has a strong preference for integrated placements;

    2. An important first test for any inclusion case is whether the school district has made reasonable efforts to accommodate the child in a regular classroom with supplementary aids and services;

3. A second test or standard articulated by the courts is a consideration of the comparison of the educational benefits available in a regular class and the benefits of a special education class;

4. A third test is the possible negative effects of inclusion on other students;

5. A fourth standard or test is the non-academic benefits of integration with non-disabled children;

6. A fifth standard is that the general education teacher is not required to devote all or most of his or her time to the child with a disability;

7. A sixth standard is that the general education program not be modified beyond recognition to accommodate the child with a disability;

8. A seventh standard notes that the school district may consider the cost of supplemental aids and services; however, mere incremental additional costs are not a sufficient basis to deny the child placement in the general education class. Only when such costs would significantly impact upon the education of other children in the district may such a placement be denied the child with a disability.

The facts of several prominent court cases will be summarized and the educational implications of the legal standards and specific court decisions will be discussed.